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The University of the State of New York

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1914

MINUTES OF THE NINTH ANNUAL MEETING

OF THE

NEW YORK STATE EXAMINATIONS BOARD

HELD AT THE UNIVERSITY OF THE STATE OF NEW YORK,
ALBANY, DECEMBER 5, 1914

LB 3052
.N7 A3

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of the University

With years when terms expire

1917	ST CLAIR MCKELWAY	M.A. LL.D. D.C.L.	
	L.H.D. <i>Chancellor</i>	- - - - -	Brooklyn
1926	PLINY T. SEXTON	LL.B. LL.D. <i>Vice Chancellor</i>	Palmyra
1915	ALBERT VANDER VEER	M.D. M.A. Ph.D. LL.D.	Albany
1922	CHESTER S. LORD	M.A. LL.D. - - - - -	New York
1918	WILLIAM NOTTINGHAM	M.A. Ph.D. LL.D. - - - - -	Syracuse
1921	FRANCIS M. CARPENTER	- - - - -	Mount Kisco
1923	ABRAM I. ELKUS	LL.B. D.C.L. - - - - -	New York
1924	ADELBERT MOOT	LL.D. - - - - -	Buffalo
1925	CHARLES B. ALEXANDER	M.A. LL.B. LL.D.	
	Litt.D. - - - - -	- - - - -	Tuxedo
1919	JOHN MOORE	- - - - -	Elmira
1920	ANDREW J. SHIPMAN	M.A. LL.B. LL.D. - - - - -	New York
1916	WALTER GUEST KELLOGG	B.A. - - - - -	Ogdensburg

President of the University and Commissioner of Education

JOHN H. FINLEY M.A. LL.D. L.H.D.

Assistant Commissioners

AUGUSTUS S. DOWNING M.A. L.H.D. LL.D. *For Higher Education*
CHARLES F. WHEELOCK B.S. LL.D. *For Secondary Education*
THOMAS E. FINEGAN M.A. Pd.D. LL.D. *For Elementary Education*

Director of State Library

JAMES I. WYER, JR, M.L.S.

Director of Science and State Museum

JOHN M. CLARKE Ph.D. D.Sc. LL.D.

Chiefs of Divisions

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Attendance, JAMES D. SULLIVAN
Educational Extension, WILLIAM R. WATSON B.S.
Examinations, HARLAN H. HORNER B.A.
History, JAMES A. HOLDEN B.A.
Inspections, FRANK H. WOOD M.A.
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MINUTES OF THE MEETING OF THE STATE EXAMINATIONS BOARD, DECEMBER 5, 1914

In response to a call issued by the Commissioner of Education, the ninth annual meeting of the New York State Examinations Board was held at the University of the State of New York, Albany, N. Y., December 5, 1914.

The meeting was called to order by the Commissioner of Education at 9.30 o'clock. The following were present: Hon. John H. Finley, Commissioner of Education, presiding

First Assistant Commissioner Augustus S. Downing

Second Assistant Commissioner Charles F. Wheelock

Third Assistant Commissioner Thomas E. Finegan

Chief of the Examinations Division Harlan H. Horner

President George S. Davis of Hunter College

President Elmer B. Bryan of Colgate University

Professor Adam Leroy Jones, representing President

Nicholas Murray Butler of Columbia University

Professor Jacob R. Street, representing Chancellor James

R. Day of Syracuse University

Rev. Edmund A. O'Connor of Little Falls

Superintendent Herbert S. Weet of Rochester

Principal Walter B. Gunnison, Erasmus Hall High School,
Brooklyn

Principal E. J. Goodwin, Packer Collegiate Institute,
Brooklyn

Principal Frank D. Boynton of Ithaca

Superintendent Richard A. Searing of North Tonawanda

Superintendent William H. Maxwell of New York City

Superintendent Henry P. Emerson of Buffalo

Superintendent W. B. Sprague of Utica

Superintendent C. E. Gorton of Yonkers

President Rush Rhees of the University of Rochester was unable to be present.

Remarks of President Finley:

I want to tell you how happy I am to see you all again. I associate this meeting with the beginning of my own work here. This was the first assembly that was held

after I came into the office and so I look upon this as an anniversary celebration. Of course, it has not that significance for you, but I am sure that you will think that it is a most fitting celebration — this discussion of examinations and inspections — of this festival. I am glad you are here to celebrate it with me and I am increasingly impressed with the importance of the work of this board.

I will read just a sentence from the Book of the Son of Sirach : “ Do nothing without counsel and when thou has once done, repent not.”

The minutes of the last meeting were approved as printed.

The following tabulation representing the results of examinations in high schools and academies in January and June 1914 was presented for the consideration of the board:

Statistics of Academic Examinations in the Approved Secondary Schools January and June 1914

SUBJECT	NUMBER OF PAPERS WRITTEN	NUMBER OF PAPERS CLAIMED	NUMBER OF PAPERS ACCEPTED	PER CENT OF PAPERS WRITTEN CLAIMED	PER CENT OF PAPERS WRITTEN ACCEPTED	PER CENT OF PAPERS CLAIMED ACCEPTED	NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 60-74		NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 75-89		NUMBER AND PER CENT OF PAPERS WRITTEN ACCEPTED AT 90-100	
							NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
English												
Second year.....	19 915	17 085	16 097	85.8	80.8	94.2	10 416	52.3	5 118	25.7	563	2.8
Third year.....	14 555	11 999	11 002	82.4	75.0	91.7	6 747	46.4	3 747	25.7	508	3.5
Three years.....	9 171	8 310	7 959	90.6	86.7	95.8	7 035	54.9	2 709	29.5	215	2.3
Fourth year.....	15 324	14 549	14 035	94.9	91.6	96.5	7 138	46.6	6 266	40.9	631	4.1
Four years.....	601	597	416	84.4	69.2	82.1	290	48.3	112	18.6	14	2.3
Grammar.....	14 909	12 365	11 494	82.9	77.1	92.9	4 966	33.3	5 348	35.9	1 180	7.9
History of English language and literature.....	840	714	572	85.0	68.1	80.1	325	38.7	208	24.8	39	4.6
Total.....	75 315	65 529	61 575	87.0	81.8	94.0	34 917	46.4	23 508	31.2	3 150	4.2
German												
Second year.....	15 353	12 122	9 566	72.5	62.3	78.9	5 660	36.9	3 548	23.1	358	2.3
Third year.....	6 098	5 645	4 289	84.2	64.1	76.0	2 697	40.3	1 437	21.5	155	2.3
Fourth year.....	741	657	584	88.7	78.8	88.9	351	47.4	212	28.0	21	2.8
Total.....	22 792	18 424	14 439	80.8	63.4	78.4	8 708	38.2	5 197	22.8	534	2.4
French												
Second year.....	5 835	4 895	4 411	83.9	75.6	90.1	2 377	40.7	1 850	31.7	184	3.2
Third year.....	2 588	2 269	1 719	87.7	66.4	75.8	1 158	44.7	555	20.3	36	1.4
Fourth year.....	427	361	217	85.2	50.8	59.6	122	28.6	82	19.2	13	3.0
Total.....	8 850	7 528	6 347	85.1	71.7	84.3	3 657	41.3	2 457	27.8	233	2.6
Spanish												
Second year.....	267	232	230	86.9	86.1	99.1	110	41.2	98	36.7	22	8.2
Third year.....	181	102	161	89.5	89.0	99.4	84	46.4	56	30.9	21	11.7
Total.....	448	394	391	87.9	87.3	99.3	194	43.3	154	34.4	43	9.6

Statistics of Academic Examinations in the Approved Secondary Schools, January and June 1914

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							NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
Italian												
Second year.....	65	42	34	64.6	52.3	81.0	14	21.5	17	26.2	3	4.6
Hebrew												
Second year.....	10	10	3	100.0	30.0	30.0			3	30.0		
Latin												
Grammar.....	186	133	116	71.5	62.3	87.2	64	34.4	46	24.7	6	3.2
Second year.....	20 017	15 556	14 507	77.7	72.5	93.2	7 947	39.7	5 599	28.0	961	4.8
Third year.....	7 708	6 522	5 590	84.6	72.5	85.7	3 511	45.5	1 863	24.2	216	2.8
Three years.....	315	265	101	84.1	60.6	72.1	152	48.3	36	11.4	3	.9
Fourth year.....	3 819	3 593	3 373	91.5	88.3	93.8	1 063	42.0	1 584	41.5	186	4.8
Four years.....	44	34	24	77.3	54.0	70.6	18	40.9	5	11.4	1	2.3
Composition.....	321	288	265	89.7	82.5	92.0	97	30.2	139	43.3	29	9.0
Prose at sight.....	61	55	46	90.2	78.7	87.3	20	32.8	21	34.4	7	11.5
Verse at sight.....	14	14	7	100.0	50.0	50.0	3	21.4	4	28.6		
Total.....	32 485	26 460	24 121	51.5	74.2	91.2	13 415	41.3	9 297	28.6	1 409	4.3
Greek												
Grammar.....	4	3	3	75.0	75.0	100.0	3	75.0				
Second year.....	243	220	205	90.5	84.3	93.2	85	35.0	99	40.7	21	8.6
Third year.....	141	128	124	90.8	87.9	90.9	31	22.0	69	48.9	24	17.0
Composition.....	2	1	0	50.0	0	0						
Prose at sight.....	0	0	0	0	0	0						
Verse at sight.....	0	0	0	0	0	0						
Total.....	390	352	332	90.3	85.1	94.3	119	30.5	168	43.1	45	11.5
Mathematics												
Advanced arithmetic.....	369	224	161	60.7	43.6	71.9	65	17.6	72	19.5	24	6.5
Elementary algebra.....	38 693	27 788	25 009	71.8	64.6	90.0	10 112	26.1	9 077	23.5	5 820	15.0
Intermediate algebra.....	11 019	7 748	6 789	70.3	61.6	87.6	3 103	28.2	2 462	22.3	1 224	11.1
Advanced algebra.....	1 520	1 207	967	79.4	63.6	80.1	465	30.6	349	22.9	153	10.1
Plane geometry.....	29 532	18 820	16 060	63.8	54.4	85.4	9 230	31.3	5 181	17.5	1 655	5.6
Solid geometry.....	3 212	2 094	1 760	65.2	54.8	84.0	1 021	31.8	507	15.8	232	7.2
Plane trigonometry.....	1 650	1 002	877	60.7	53.1	87.5	485	29.4	251	15.2	141	8.5
Spheric trigonometry.....	1 225	1 145	1 07	64.4	47.5	73.8	72	32.0	19	8.4	16	7.1
Total.....	86 220	59 028	51 736	68.5	60.0	87.6	24 553	28.5	17 918	20.8	9 265	10.7

Science												
Physics.....	15 026	10 769	9 236	71.7	61.4	85.8	5 377	35.8	3 131	20.8	728	4.8
Chemistry.....	6 246	4 668	3 902	74.7	62.5	83.6	2 617	41.9	1 151	18.4	134	2.2
Biology.....	19 864	16 236	12 759	81.7	64.2	78.8	8 765	44.1	3 530	17.8	464	2.3
Elementary botany.....	5 831	4 580	3 305	78.5	56.7	72.2	2 417	41.5	772	13.2	116	2.0
Advanced botany.....	483	376	347	77.8	71.9	92.3	214	44.3	109	22.6	24	5.0
Elementary zoology.....	2 837	2 493	1 933	87.9	68.1	77.5	1 125	39.7	623	21.9	185	6.5
Advanced zoology.....	198	169	150	85.4	75.7	88.8	87	43.9	54	27.3	9	4.5
Physiology and hygiene.....	8 625	7 305	6 038	84.7	70.0	82.7	3 214	37.3	2 337	27.1	487	5.6
Physical geography.....	5 905	4 415	3 349	74.8	56.7	75.9	2 255	38.2	988	16.7	106	1.8
Total.....	65 015	51 011	41 019	78.5	63.1	80.4	26 071	40.1	12 695	19.5	2 253	3.5
History and social science												
Ancient history, 3 hour.....	5 274	4 700	4 318	89.3	81.8	91.9	2 226	42.2	1 795	34.0	297	5.6
Ancient history, 5 hour.....	12 916	10 678	9 868	82.7	76.4	92.4	5 066	39.2	3 923	30.4	879	6.8
Modern history 1.....	2 815	2 425	2 341	85.8	83.1	96.5	1 039	36.9	1 059	37.6	243	8.6
Modern history 2.....	2 401	2 137	2 048	89.0	85.3	95.8	902	37.6	934	38.9	212	8.8
History of Great Britain and Ireland, 3 hour.....	4 586	4 278	4 061	93.3	88.5	94.9	1 593	34.7	2 045	44.6	423	9.2
History of Great Britain and Ireland, 5 hour.....	6 109	5 434	5 013	89.0	82.0	92.3	2 200	36.0	2 402	39.3	411	6.7
American history with civics.....	14 185	12 905	11 387	91.0	80.3	88.2	4 884	34.4	5 712	40.3	791	5.6
Civics.....	263	206	180	78.3	68.5	87.4	101	38.4	73	27.8	6	2.3
Economics.....	1 312	1 232	1 091	91.8	81.3	88.6	545	40.6	442	32.9	104	7.8
Total.....	49 891	43 995	40 307	88.2	80.8	91.6	18 556	37.2	18 385	36.9	3 366	6.7
Commercial subjects												
Elementary bookkeeping and business practice.....	9 979	7 335	5 724	73.5	57.4	78.0	2 512	25.2	2 516	25.2	696	7.0
Advanced bookkeeping and office practice.....	3 245	2 380	1 918	73.3	59.1	80.6	991	30.5	777	24.0	150	4.6
Commercial arithmetic.....	7 238	4 324	3 257	59.7	45.0	75.3	1 837	25.4	1 147	15.8	273	3.8
Commercial law.....	2 370	2 021	1 659	85.3	70.0	82.1	793	33.5	712	30.0	154	6.5
History of commerce.....	124	116	51	93.5	41.1	44.0	24	19.3	25	20.2	2	1.6
Commercial geography.....	7 712	6 602	4 024	85.6	52.2	61.0	2 981	38.7	969	12.6	74	0.9
Commercial English and correspondence.....	1 641	1 383	797	84.3	48.6	57.6	446	27.2	319	19.4	32	2.0
Business writing.....	8 371	7 338	6 759	87.7	80.7	92.1	3 704	44.2	2 852	34.1	293	2.4
Shorthand 1.....	3 307	2 601	2 542	80.5	76.8	95.5	484	14.6	1 076	32.5	982	29.7
Shorthand 2.....	2 376	1 876	1 768	79.0	74.4	94.2	1 006	16.3	743	31.3	638	26.8
Typewriting.....	3 545	3 068	2 593	84.9	73.1	86.2	1 006	28.4	1 231	34.7	356	10.0
Total.....	49 908	39 044	31 092	78.5	62.3	79.6	15 165	30.4	12 367	24.8	3 560	7.1

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							NO.	PER CENT	NO.	PER CENT	NO.	PER CENT
Drawing												
Elementary representation.....	20 413	17 846	15 163	87.4	74.3	85.0	8 652	42.4	6 137	30.1	374	1.8
Advanced design.....	1 784	1 618	1 366	90.6	76.6	84.4	704	39.5	625	35.0	37	2.1
Advanced representation.....	3 222	2 769	2 339	85.9	72.6	84.5	1 205	37.4	1 027	31.9	107	3.3
Mechanical 1.....	4 393	3 674	3 328	83.6	75.8	90.6	1 195	27.2	1 854	42.2	279	6.4
Mechanical 2.....	1 072	869	796	81.1	74.3	91.6	289	27.0	418	39.0	89	8.3
Mechanical 3.....	142	124	111	87.3	78.2	89.5	30	21.1	63	44.4	18	12.7
Mechanical 4.....	18	18	18	100.0	100.0	100.0	7	38.9	8	44.4	3	16.7
Architectural.....	83	77	72	92.8	86.7	93.5	21	25.3	45	54.2	6	7.2
Total.....	31 127	26 995	23 193	86.7	74.5	85.9	12 103	38.9	10 177	32.7	913	2.9
Music												
Chorus singing and rudiments...	2 600	2 215	2 173	82.3	80.7	98.1	695	25.8	942	35.0	536	19.9
Elementary harmony.....	62	50	50	80.6	80.6	100.0	20	32.2	16	25.8	14	22.6
Advanced harmony.....												
counterpoint.....	41	28	28	68.2	68.2	100.0	11	26.8	6	14.6	11	26.8
Musical form and analysis.....	12	11	11	91.7	91.7	100.0	2	16.7	5	41.7	4	33.3
Dictation and melody writing.....	586	484	466	82.6	79.5	96.3	164	28.0	196	33.4	106	18.1
History of music and acoustics.....	79	73	73	92.4	92.4	100.0	29	36.7	31	39.2	13	16.5
Total.....	3 470	2 861	2 801	82.4	80.7	97.9	921	26.5	1 196	34.5	684	19.7
Grand total.....	425 986	341 673	297 390	80.3	69.8	87.0	158 393	37.2	113 539	26.6	25 458	6.0

The Commissioner presented for consideration the following list of topics that had been suggested by members of the State Examinations Board, and others :

- 1 Reports of committees
 - a* Syllabus committee, Superintendent Boynton, chairman
 - b* Revision of the following subjects has been suggested: commercial subjects, English requirements, physics, chemistry, elementary algebra, intermediate algebra, geometry (adoption of the specific list of theorems)
 - c* Appointment of question committees
 - d* Committee on additional examinations, Superintendent Gorton, chairman
 - e* Special committee on preparation of a history syllabus as a basis for comprehensive examinations, Dr E. W. Lyttle, chairman
 - f* Committee on music requirements, Assistant Commissioner Downing, chairman
 - g* Committee on uniform nomenclature of grammatical terms, Superintendent Maxwell, chairman
- 2 Shall Spanish and Italian be added to the list of foreign languages accepted for a college entrance diploma?
- 3 Shall the 50-word test in stenography be discontinued?
- 4 Shall the requirement that evening school pupils must reach a standing of 75 per cent in Regents examinations be abolished?
- 5 Shall all first-year high school examinations be abolished?
- 6 Shall the committee on modern languages be increased so as to give a larger representation to high school teachers?
- 7 Shall an examination in first year Greek be restored to the list?
- 8 Shall pupils who present four years of Latin and three years of Greek be excused from the English requirement for an academic diploma?
- 9 Should the committee of final revision be reorganized?
- 10 Shall credit be given for a course in physical training?

- 11 Shall an examination be instituted in an advanced course in biology; to be known as civic biology?
- 12 Shall the examinations in advanced botany and advanced zoology be given hereafter only once a year instead of twice as formerly?
- 13 Shall the examinations in English be modified to make them correspond to the new examinations of the College Entrance Examinations Board?
- 14 Shall the minimum passing mark in Regents examinations be raised in some subjects, especially commercial subjects?

The syllabus committee, through its chairman, Principal Boynton, reported progress regarding many matters that have been referred to it, especially concerning the syllabus in mathematics, in physics and in chemistry. On motion of Principal Boynton, the following resolutions were adopted:

1 *Resolved*, That the specified list of theorems and problems in geometry submitted to this board a year ago be adopted.¹

2 *Resolved*, That the following topics in the elementary algebra syllabus be transferred to the intermediate algebra syllabus:

Under "The four fundamental operations for rational algebraic expressions," 5-*c*

Under "Factoring," 2-*b*-3; 2-*c*-2

Under "Fractions," 5

Under "Radicals," 5 and 6

Under "Quadratic equations," 2-*a* and 2-*c*.

Under "Simple quadratics," 2 and 3

"Binomial theorem for positive integral exponents"

That the syllabus in intermediate algebra be modified by adding the topics above mentioned

¹ This list will be printed separately and distributed to the schools as soon as published.

as transferred from elementary algebra, and further by dropping the following topics:

Interpretation of the forms $\frac{a}{0}$, $\frac{a}{\infty}$, $\frac{0}{0}$

Under "Imaginaries," the parenthesis "(not complex) "

Under "Evolution," 2 and 3

That the advanced algebra syllabus be modified by dropping the topic "Determinants."

On motion of Superintendent Gorton, it was

Resolved, That the matter of the revision of the syllabus in physics and in chemistry and other subjects be referred back to the syllabus committee for further consideration and that the chairman of the syllabus committee be empowered to call to his assistance as additional members of the committee persons specially fitted to give assistance in the various subjects and that the committees thus organized prepare in definite form such revisions as may seem desirable, to be submitted to this board at its next meeting.

On motion of Superintendent Maxwell, it was

Resolved, That the topic of advanced arithmetic be added to the subjects to be considered by this committee.

Superintendent Gorton of the committee on additional examinations reported that after giving the matter very careful consideration, his committee was of the opinion that it was not advisable to reestablish these examinations at the present time. The committee reports progress. On motion, the report was adopted and the committee continued.

Doctor Downing, chairman of the committee on music, submitted the following report:

In accordance with the resolution of the board adopted at its 1913 meeting authorizing the appointment of a committee to prepare a simplified revision of the syllabus in music, the committee appointed respectfully begs to report:

A preliminary meeting of the committee was held in Albany and the work was apportioned among the members of the committee, as follows:

Superintendent Weet of Rochester assumed the task of ascertaining the sentiment existing among school authorities of the State as to the desirability of the appointment of a State inspector in music.

Miss Julia Etta Crane of Potsdam was given the task of abridging, simplifying and revising the syllabus for secondary schools.

Dr Hollis E. Dann of Cornell University was assigned the work of preparing an elementary syllabus; and to Dr Frank R. Rix of Flushing that of preparing a syllabus for normal schools, training schools and classes engaged in the professional training of teachers.

When the several subcommittees thus appointed were ready to report, a meeting of the entire committee was held in Syracuse December 2d, for the purpose of criticizing the work of the subcommittees and for agreeing upon a final report to present to this board. As you may well realize, the task of preparing one syllabus for schools differing so widely in purpose seemed to the committee almost impossible, and it was decided that it would be better to prepare three separate syllabuses. The committee further unanimously agreed that there should be a fixed minimum requirement in music as a prerequisite for admission to the State normal schools. Your committee, therefore, begs to make the following report:

1 As to the desirability of the appointment of a State inspector of music whose entire time shall be given to such inspection: Superintendent Weet sent out upwards of 200 letters to village and district superintendents and to the principals of those high schools which might be called typical. He received 145 replies, 120 of which were favorable. The remaining 25 were either unfavor-

able or doubtful as to the wisdom of making such an appointment. After consideration of the whole subject, your committee believes that the appointment of a music inspector is desirable, but that the present is an inopportune time in which to make the appointment.

2 As to a minimum requirement prerequisite to admission to normal schools: Your committee believes that beginning with the class entering January 1916, no one should be admitted to a State normal school who does not hold a certificate showing that he has satisfactorily completed the work of at least the first four years as outlined in the elementary music syllabus, but that a pupil who is unable to present this certificate may be admitted conditioned in music, the condition to be removed before graduation. Failing to remove such conditions, such pupils may be graduated but the principal in certifying such graduates to school authorities, shall certify that they are not qualified to teach music.

3 As to an elementary syllabus: That an elementary syllabus, embodying a course of study logical in its development and easily usable by the teachers in all grades of elementary schools is a *sine qua non*. The committee submits such a syllabus for your approval.

4 As to a syllabus for secondary schools: Inasmuch as many pupils enter the high school without having had the music of the grades, the most practical work for such pupils is outlined in the elementary syllabus. High school pupils will unquestionably be able to complete in one year two or three years of the elementary syllabus, and when they have thus acquired the fundamental knowledge, the secondary syllabus should be available for teaching them and such pupils of the high school as may have had the music of the grades before entering the secondary school. The question of credits to be allowed to high school pupils completing a part of all of the work thus outlined for secondary schools was admitted to be a question not within the purview of the work of this committee. The accompanying high school syllabus is presented to you for approval.

5 As to a syllabus for the schools for the professional training of teachers, your committee is unable to make

report other than that the preparation of such syllabus is in progress.'

In presenting the two syllabuses, your committee realizes that it has not had time to prepare them in a finished form as to language and as to a few minor details, such as exact names of reference books and their publishers. Therefore, the committee prefers the request that they be referred to the Commissioner of Education, with power, and recommends that the further preparation of these syllabuses be placed under the direction of the Assistant Commissioners for Secondary and Elementary Education, respectively, as the schools in which the syllabuses will be used come under their immediate supervision.

For purposes of discussion, I as chairman of the committee, move the adoption of the report, and the discharge of the committee.

AUGUSTUS S. DOWNING, *Chairman*
 JULIA E. CRANE
 HOLLIS E. DANN
 FRANK R. RIX
 H. S. WEET

On motion of Doctor Maxwell, it was

Resolved, That the elementary music syllabus and the secondary music syllabus reported by the committee be referred to the Commissioner of Education with power; that the normal school syllabus and the regulations for admission to normal schools and training schools be referred to the Commissioner, to report at the next meeting of the board.

The Commissioner announced the appointment of the following committee on nominations of examination committees:

Superintendent William H. Maxwell
 Superintendent Charles E. Gorton
 Superintendent Henry P. Emerson
 Rev. Edmund A. O'Connor
 President Elmer B. Bryan

Assistant Commissioner Downing
 Assistant Commissioner Wheelock
 Assistant Commissioner Finegan
 Chief of the Examinations Division H. H. Horner

Dr E. W. Lyttle, chairman of the committee appointed at the last meeting to prepare a history syllabus that shall be the basis of a comprehensive examination in history, submitted a report, which, owing to the absence of Doctor Lyttle because of illness and serious affliction, was read by Mr Horner, Chief of the Examinations Division.

Report of the committee on revision of the history syllabus

In the year 1880 the Regents of New York State prepared brief syllabuses of history, civics and economics for academic schools. The fields of history outlined were four: United States, English, Greek and Roman. The syllabuses for all six fields covered only four octavo pages. History, however, was a popular subject and the idea that the high school should teach something of everything and not much of anything was even more prevalent from 1880 to 1900 than at the present day. In consequence, each revision of the academic syllabus added to the fields of history offered while of necessity the syllabus for each field grew more detailed as written examinations became more exacting. From 1896 to 1901, in addition to civics and economics, ten different fields of history were outlined in the academic syllabus. Each school chose as many or as few fields for study as the personal whim of some school official dictated. Educational values and equivalents so far as history was concerned received little consideration. Progressive courses in history were not generally maintained. The advanced course in American history recommended for the fourth year of the high school was quite frequently studied by pupils of the first year. Elementary United States history, indeed, was almost uniformly taught in the first academic year because public opinion rightly demanded that every child so far as possible should know somewhat of the history of his native land; otherwise there was little uniformity of procedure and indeed no general consensus of opinion to serve as a guide in

planning history courses. Time allotments in high school programs were entirely inadequate. In no school was any field of history accorded a year of study and to some important fields were allotted 10 weeks or less.

In spite of all this confusion, history of some sort was studied by a larger number of high school pupils than any other subject save English. In the history examinations of 1896, 50,000 answer papers were written by the 52,000 academic pupils enrolled, but 20,000 of these papers were in elementary United States history, which is now a grammar school subject.

Prior to 1900, the Associated Academic Principals became keenly alive to the unsatisfactory conditions and through its syllabus committee made an earnest effort to determine what fields of history were receiving most attention, which fields were educationally of most value, and what order of presentation would be most desirable.

In accord with the recommendations of the academic principals, the fields of history and social science were reduced to eight in the syllabus of 1900 and one-half year was allowed to each field.

In 1904 the New England History Teachers Association completed the preparation of a "History Syllabus for Secondary Schools" outlining the four-year course in history recommended by the committee of seven of the American Historical Association; and in a spirit of co-operation that syllabus, with certain important modifications and additions, was adopted by the State Education Department of New York as the history syllabus for 1905.

The four fields recommended for the four years were as follows:

Ancient history, 3 hours or 5 hours a week for one year

European history, 3 hours or 5 hours a week for one year

English history, 3 hours or 5 hours a week for one year

American history with civics, 5 hours a week for one year

The syllabus of 1905 proved most stimulating and helpful to teachers, and not to teachers alone, for thousands of copies were purchased by pupils or were placed in their hands by school authorities; however, as might have been predicted from a comprehensive study of secondary school curriculums, few high schools could adopt a four-year

course in history. The stronger schools almost without exception did adopt a maximum course of three years, generally providing that pupils preparing for college study history for a single year only. European history was elbowed out. In 1909, only 373 answer papers in European history were written in all the schools. Accordingly in the syllabus of 1910 European history was omitted.

It had, however, long been evident to many that European history, if it could be properly presented, was in its nature of more value to pupils in American secondary schools than the more narrow and intensive courses of ancient and English history. It was therefore decided to offer in the syllabus of 1910 a two-year course in modern European history as an alternative for ancient history and history of Great Britain and Ireland and so to arrange this new course that it would serve as an introduction to American history, after all the most important history for American pupils. In accord with this plan the syllabus of modern history included the European background of American history and the story of American explorations and settlements; while the syllabus of American history was planned to begin with the Revolutionary period and continue, in the intensive field of American history, the study of modern history already begun.

Thus, in the interests of sound pedagogy and with careful regard for time economy, the syllabus committee of 1910 recommended an experiment. It was a real experiment too, for there were no textbooks provided in harmony with the proposed plan and there were few history teachers who felt competent to teach the courses in modern history without textbooks. However, it was an experiment that could do little harm. The courses in ancient history and the history of Great Britain and Ireland were available as before for all schools that preferred them and the time saved by omitting colonial history from American history could more profitably be given to the study of actual government and the many civic problems that demand instant and intelligent attention of citizens.

The experiment of 1910 seems to have been justified by results. The syllabus of 1910 went into effect in January 1911 and in the year 1912, 1676 answer papers in modern history were written, in the year 1913, 2611 and in the

year 1914, 5216. Thus in two years the number of pupils examined in modern history increased over 200 per cent, while the total number of pupils examined in all the fields of history and social science increased 4.5 per cent. Text-books more or less satisfactory have now been provided and schools in largely increasing numbers are planning to adopt the new courses.

The syllabus of 1910 provided a comprehensive scheme for notebook and library work. It also, and perhaps unfortunately, advised credit on examinations for certified notebooks. Schools were not equipped with proper library facilities. Many of the very best teachers of history preferred their own scheme for notebooks to that required by the syllabus. Weak teachers weakened their teaching by the use of notebooks hoping to help poorly prepared pupils to pass examinations. In a minority of schools and among a minority of pupils, certified notebooks have been most helpful. In a still larger minority of schools and to a larger minority of pupils notebooks have proved detrimental. While every aspiring teacher of history will require the use of notebooks and while the scheme for notebooks proposed in the syllabus of 1910 has many times demonstrated its value if intelligently used, the giving of examination credits for this work can not be commended.

The syllabus of 1910 also demanded that in addition to the formal study of history each pupil be required to do a certain minimum of historical reading not found in the ordinary textbooks of history. Fixed courses of readings for teachers were, therefore, planned and test questions were introduced in examination papers to ascertain whether the readings had been done.

Almost immediately the value of the required readings became apparent to all, but two serious objections to the methods proposed in the syllabus appeared. Some schools already had valuable reading courses that must be displaced. Other schools desired to make up reading courses from year to year largely from current literature. The examination tests also proved most unsatisfactory. If long range questions on the required readings were asked, pupils so mingled information gained from a variety of sources that no examiner could safely judge whether the

readings had been done; but if the examination questions were too close teachers would be tempted to teach the readings as so much textbook history, thereby entirely defeating the purpose for which readings were given. Therefore, since June 1913, teachers have been permitted to submit their own courses of reading for approval and to claim a maximum allowance of 10 per cent in examinations by certifying that minimum readings of 500 pages from at least six different authors had been done by each pupil. The present method seems generally satisfactory.

Ever since the publication of the syllabus of 1905, numerous requests have been made that a certain limited number (30 or 40) of the most important topics in each field be prescribed for intensive study. More recently still, the committee has been asked not only to select these topics, but to develop them in a series for topic lessons giving specific references to various books, pictures and other helps for history teachers. In other words, the committee was asked to make a syllabus of the syllabus and virtually prepare a series of topical studies for inexperienced, or overbusy teachers. The committee was in full sympathy with the desire to better the quality rather than increase the quantity of work and in February 1914 sent a letter and questionnaire to about 200 teachers of history in the high schools and academies of the State asking for definite suggestions and advice.

This letter brought a generous response, but from the replies received it soon became evident that the requests for condensation and narrow prescriptions were not well advised. In the first place those teachers who had read carefully the first two paragraphs of the syllabus of 1910 were well aware that a selection of the large topics had already been most carefully made in the general survey of each field and an examination of the many prepared notebooks offered by publishers of textbooks showed that teachers who wish topics worked out for them might secure them at a trifling expense.

An additional reason why your committee should not undertake at this time a revision of history topics is found in the fact that the American Historical Association already has a committee preparing a revision of the syllabus topics.

The fact is that any history teacher to be successful must always select and develop his own topics. He must also work over those topics from year to year or select fresh ones. Unless he keeps his mind alert to connect the present with the past and thus vivify and vitalize the history he teaches, he might as well let "the dead past bury its dead."

If we consider history the record of human progress, no other subject, except the more comprehensive one of literature, may be made to yield a broader culture; but experience is rapidly forcing the conclusion that neither textbooks nor syllabuses, neither methods of teaching nor examinations, but a body of well-trained history teachers is the first essential in securing satisfactory results.

The committee respectfully recommends for consideration the following:

1 That certain slight changes in the syllabus, such as have been commended by the experience of the last two years and by the progress of recent events, be made.

2 The discontinuance of credits for notebook work in all the fields.

3 The continuance of credits for the required readings in all the fields.

4 The setting of examinations for three-hour courses *only*, in ancient history, history of Great Britain and Ireland, modern history, part 1 and modern history, part 2.

5 The granting of credit for five-hour courses in ancient history, history of Great Britain and Ireland, modern history, part 1 and modern history, part 2 where the following conditions are met:

a Examination for the three-hour courses must be passed.

b The work of the class for five periods of recitation each week must be under the direction of the teacher either in the classroom or library and sufficient work must be assigned the class to call for at least five hours of preparation on the part of the pupils outside of class time spent in recitation or library.

c Schools seeking credit for five-hour courses must have equipment and courses of instruction approved by The University of the State of New York.

d The teacher must be qualified by successful experience or by training to teach history.

Respectfully submitted

EUGENE W. LYTTLE, *Chairman*

ELIZABETH BRIGGS

JAMES SULLIVAN

EDGAR DAWSON

On motion it was

Resolved, That recommendations number 1 and 2 of the above report be adopted; that recommendation number 3 be referred back to the committee for a report at the next meeting of this board, with a view of a possible reduction in the amount of required reading; that recommendations number 4 and 5 be laid on the table.

A request was received from Professor Paul Saurel of the College of the City of New York for a division of the examination in American history with civics into two separate examinations, one in American history for 3 counts, and one in civics for 2 counts. On motion, the proposition was laid on the table.

Numerous petitions were presented by the secretary asking that Spanish and Italian be added to the list of subjects that would be accepted for the college entrance diploma. After extended discussion the following resolution was unanimously adopted:

Resolved, That the requirements for the college entrance diploma in science be modified by adding to the list of languages that may be selected "or Spanish or Italian"; that the requirements for a college entrance diploma in engineering be amended by adding to the subjects that may be selected: Spanish, 10; Italian, 10.

After discussion it was

Resolved, That the 50-word test in stenography be not continued.

On motion of Doctor Maxwell, it was

Resolved, That evening high school pupils who have given adequate time to the study of the subject should be allowed to pass Regents examinations on the same terms as day high school pupils.

The proposition that all first-year examinations be abolished was, on motion, laid on the table.

The proposition to increase the modern language committee was, on motion, laid on the table.

On motion of Principal Boynton, it was

Voted, That an examination in first year Greek be reestablished and that credit for this subject be given as a third language.

Doctor Wheelock offered the following resolution, and moved that it lay on the table:

Resolved, That two years of Greek, 10 counts, may be accepted instead of third year English and fourth year English, 6 counts, for any diploma issued by the Regents, provided satisfactory evidence is furnished that the Greek has been taught with reference to its bearing on English.

The motion was unanimously adopted.

On motion of Superintendent Maxwell, it was

Resolved, That the State Department of Education be, and it hereby is, requested, after the examination in January, to invite from the

principals and superintendents of the State, an expression of opinion as to what topics covered by the questions of each of the main subjects of the examination ought to be omitted in future papers, and what topics not covered by the questions in these papers should be included in future papers; that the answers to these questions be submitted to the several committees appointed to prepare questions for the examination in June, and that said committees submit their views as to the various lines of questions that should be included in the papers for June to the committee on revision of questions; and that the committee on revision of questions meet in the Education Building in Albany on a day appointed by the Commissioner of Education and approve, disapprove, or add to the recommendations of the various question committees; and that the decisions of the committee on revision of questions shall be binding upon all question committees in preparing question papers.

During the noon hour, the board was delightfully entertained at luncheon at the home of Doctor and Mrs Finley, 272 State street.

The following report of the committee on nominations of question committees was submitted by Superintendent Maxwell and unanimously adopted:

English

Robert P. St John, First Assistant in English, Commercial High School, Brooklyn

Amherst, B.A., M.A.; Harvard, M.A.

Elmer W. Smith, Professor of Public Speaking and Associate Professor of English Literature, Colgate University

Colgate, B.A., M.A.

Randolph T. Congdon, State Inspector of Schools,
University of the State of New York
Syracuse, B.A.; Harvard, M.A.

Latin

Edward C. Chickering, First Assistant in Classical
Languages, Jamaica High School
Yale, B.A.; Harvard, M.A.; Columbia, Ph.D.

Harold R. Hastings, Assistant Professor of Latin and
Greek, Hamilton College
Dartmouth, B.A.; Harvard, M.A.; Wisconsin University,
Ph.D.

S. Dwight Arms, State Inspector of Schools, University
of the State of New York
Hamilton College, M.A.

Greek

Francis R. Parker, Principal, Elmira Free Academy
Queen's University, B.A., M.A.

John Ira Bennett, Professor of Greek, Union College
Union, B.A.

Horace L. Field, Examiner, University of the State of
New York
Cornell, B.A.; Columbia, M.A.

Hebrew

Max Radin, First Assistant in Classical Languages,
Newtown High School, Elmhurst, L. I.
College of the City of New York, B.A.; New York University,
LL.B.; Columbia, Ph.D.

Charles P. Fagnani, Associate Professor of the Old
Testament Languages and Literature, Union Theo-
logical Seminary
College of the City of New York, B.A., B.S.; Columbia, LL.B.;
Western Reserve, D.D.

Loring W. Batten, Professor of Old Testament Litera-
ture and Interpretation, General Theological Sem-
inary
Harvard, B.A.; University of Pennsylvania, Ph. D.; Hobart,
S.T.D.

German

Frederick Betz, Head of Department of Modern Languages, East High School, Rochester
Rochester, B.A., M.A.

Hermann C. Davidsen, Assistant Professor of German, Cornell University
Kiel, Ph.D.

William R. Price, State Inspector of Schools, University of the State of New York
Cornell, B.A.; Columbia, Ph.D. Graduate student in Berlin and Paris

French

Alice Higgins, First Assistant in French, Girls High School, New York City
Adelphi, B.A., Columbia, M.A.

Arthur S. Patterson, Professor of French, Syracuse University
Oberlin, Ph.B.; Harvard, M.A.; University of Grenoble
Docteur d'Université

William R. Price, State Inspector of Schools, University of the State of New York
Cornell, B.A.; Columbia, Ph.D. Graduate student in Berlin and Paris

Spanish*

Lawrence A. Wilkins, Head of Department in Spanish, Dewitt Clinton High School, New York City
Syracuse, Ph.B., Columbia, M.A.

John Aloysius Mahar, Assistant Professor of French and Latin, New York State College for Teachers
Union College, Ph.B.; State Normal College, Pd.B.

Sara C. Knox, Examiner, University of the State of New York
Cornell, M.A.

Italian

Michele Caboni, Teacher of Italian, Hutchinson Central High School, Buffalo
University of Rome, D. Sc.

Charles W. Cabeen, Professor of the Romance Languages, Syracuse University

Wisconsin, B.L., B.S.; Harvard, M.A.; Grenoble, Docteur de L'Université

Annie T. Keyser, University of the State of New York
Vassar, one year; Cornell, two years

History and economics

James F. Wilson, First Assistant in History, Boys High School, Brooklyn

Leland Stanford, B.A., New York Law School, LL.B.

- Edgar Dawson, Professor of History and Political Science, Hunter College

Davidson, B. A.; University of Virginia, M.A.; Leipzig, Ph.D.

Avery W. Skinner, State Inspector of Schools, University of the State of New York

Syracuse, B.A.

Mathematics

David L. Arnold, First Assistant in Mathematics, Julia Richman High School, New York City

Leland Stanford, B.A., M.A.

William M. Carruth, Associate Professor of Mathematics, Hamilton College

Cornell, B.A.

Elmer E. Arnold, State Inspector of Schools, University of the State of New York

Colgate, B.A.

Physics

George M. Turner, Head of Science Department, Masten Park High School, Buffalo

Amherst, B.S.

R. C. Gibbs, Assistant Professor of Physics, Cornell
Cornell B.A.; M.A. Ph.D.

Everett O'Neill, Senior Examiner in Science, University of the State of New York

Cornell, Ph.D.

Chemistry

Hubert W. Hess, Head of Science Department, Glens Falls High School

Colgate, B.A.

Albert J. Salathe, Instructor in Chemistry, Union College, Schenectady
Colgate, B.A., M.A.

Charles N. Cobb, State Inspector of Schools, University of the State of New York
Syracuse, B.A., M.A.

Biology

William D. Funkhouser, Headmaster in Biology, High School, Ithaca
Wabash College, B.A.; Cornell, M.A.

William L. Bray, Professor of Botany, Syracuse University

Indiana University, B.A.; Lake Forest, M.A.; Chicago, Ph.D.

Arthur G. Clement, State Inspector of Schools, University of the State of New York
Rochester, B.A.

Physical geography

Daniel R. Campbell, Head of Science Department, Free Academy, Utica
Hamilton, B.A., M.A.

C. T. McFarlane, Professor of Geography, Columbia University

Michigan State Normal School, Pd.M.; New York State College for Teachers, Pd.D.

Charles N. Cobb, State Inspector of Schools, University of the State of New York

Syracuse, B.A., M.A.

Commercial subjects

Group 1^a

Edward O. Folsom, Head of Commercial Department, Utica Free Academy

William R. Hayward, Head of Department of Accounting, Economics and Law, Washington Irving High School, New York City

Valparaiso University, B.S.; New York University, B.S., M.A.

a Group 1 Elementary bookkeeping and business practice, advanced bookkeeping and office practice, commercial arithmetic, commercial law, history of commerce, and commercial geography.

W. E. Bartholomew, State Inspector of Schools, University of the State of New York
Westchester State Normal School, Westchester, Pa.

Group 2^b

William B. Curtis, Instructor of Commercial Subjects,
Dunkirk High School

W. G. Thompson, Head, Department of Commercial
Education, Plattsburg Normal School
N. Y. University, B.C.S.

W. E. Bartholomew, State Inspector of Schools, University of the State of New York
Westchester State Normal School, Westchester, Pa.

Drawing

Harry W. Jacobs, Director of Art Instruction, Buffalo
Massachusetts Normal Art School

Lehigh Harrison Hunt, Associate Professor of Art in
the College of the City of New York
College of the City of New York, B.Sc., M.Sc.; N. Y. University, M.D.

Royal Bailey Farnum, State Specialist in Drawing and
Handwork, University of the State of New York
Graduate, Massachusetts Normal Art School

Music

Arthur J. Abbott, Director of Music, Public Schools,
Buffalo

Hollis E. Dann, Professor of Music, Cornell University
Alfred University, Mus.D.

Julia E. Crane, State Normal School, Potsdam
Graduate State Normal School, Potsdam

For college graduate professional certificate

**Psychology, history of education, principles of education
and methods of teaching**

Jacob R. Street, Dean of Teachers College, Syracuse
University
Victoria University, B.A.; Toronto University, M.A.; Clark
University, Ph.D.

^b Group 2 Commercial English and correspondence, business writing, shorthand 1 and 2, and typewriting.

George D. Strayer, Professor of Educational Administration, Teachers College, Columbia University
John Hopkins, B.A.; Columbia, Ph.D.

Jeremiah M. Thompson, Principal, State Normal School, Potsdam
Colgate, Ph.B., M.A.; New York State College for Teachers, Pd.D.

Preacademic

English, history and spelling

George H. Covey, District Superintendent, Katonah
Graduate Potsdam Normal School.

James M. Glass, Principal, School 4, Rochester
Hamilton, B.A., M.A.

Edith Marshall, Training Class Teacher, Ithaca

Arithmetic and geography

Charles P. Alvord, Supervisor of Grammar Grades,
Buffalo

Lamont F. Hodge, Assistant Superintendent of Schools
Colgate, B.A.

James G. Riggs, Principal of State Normal School,
Oswego
Amherst, M.A.; New York State Normal College, Pd.D.

On motion of Doctor Wheelock, it was

Resolved, That after the current school year the examinations in advanced botany and advanced zoology be given only in the June examinations of each year.

The proposition that credit be given for a course in physical training was laid on the table.

On motion it was

Resolved, That the proposition to institute an examination in an advanced course in biology, to be known as civic biology, be referred to the

syllabus committee for a report at the next meeting of the board.

Doctor Jones made a statement regarding the insufficiency of the English preparation under present Regents requirements, as indicated by experience at Columbia University, and suggested that the examinations in English should be modified to make them correspond more nearly with the examinations conducted by the College Entrance Examinations Board. This would mean primarily a separation of the examinations in English literature from the examinations in grammar, composition and rhetoric.

President Finley called attention to the fact that at the meeting of the State Examinations Board, held December 7, 1912, he as chairman of a committee on English requirements had made a report looking toward the very thing suggested by Doctor Jones, but that no steps had so far been taken to put this scheme into operation.

On motion of Doctor Downing, it was

Resolved, That the examination in English be modified so as to insure more thorough knowledge of grammar and composition by subdividing the English examinations, making a separate examination in English literature so as to carry out the recommendation of the report made in 1912.

The following resolution, prepared by Ernest R. Clark, representing the English section of the State Teachers Association, was presented by Superintendent Gorton, but no action was taken on this resolution:

Resolved, That no academic diploma shall be granted by The University of the State of New York to any candidate unless there shall be filed with the Department of Education a

certificate signed by the principal of the school in which the candidate shall have written his final examination in English (or by some other person designated by the Department), stating that the candidate has been tested and has been found able to read intelligently prose and poetry of ordinary difficulty, and to speak in acceptable English upon a subject of which he has knowledge.

After extended discussion, the following resolution was, on motion of Superintendent Maxwell, adopted:

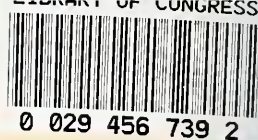
Resolved, That the principal of each secondary school taking the State examinations in English, be asked to give a test in oral English to each pupil as to the comprehension of a passage read and the meanings of words, and to report the results on a form to be prescribed by the State Education Department.

On motion of Doctor Wheelock, the following resolution was unanimously adopted:

Resolved, That a maximum of 5 credits may be added to the standing of any paper in any subject for excellence in English, provided that the paper reaches a standing of not less than 60 per cent without such addition.

Superintendent Maxwell, chairman of the committee to consider the advisability of a uniform nomenclature of grammatical terms, especially in English grammar, reported as follows:

Your committee is unanimously of the opinion that there should be in the schools of the State of New York a uniform terminology in English grammar. Your committee is further of the opinion, however, that there



should be a further hearing accorded to the teachers of the State with regard to the desirability of preferring certain grammatical terms to certain other terms. In view of this consideration, the committee recommends for adoption the following resolution:

Resolved, That the committee on uniform nomenclature in English grammar be continued for another year with instructions to authorize subcommittees to hold hearings for teachers of English in different parts of the State, and to report at the next meeting.

This resolution was unanimously adopted.

After discussion, it was

Resolved, That the matter of the reorganization of the committee on final revision of question papers be referred to that committee for further consideration.

Superintendent Weet asked for a reconsideration of the limitations placed upon first year Greek, by resolution adopted earlier in the session.

On motion of Doctor Downing, the matter was referred to the Commissioner of Education with power, and Superintendent Weet was asked to submit a brief.

Resolved, That a vote of most cordial thanks be given to Doctor and Mrs Finley for their hospitality.

The meeting adjourned sine die.

Secretary.

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